

## 6 ICCP, CASE PLAN UPDATE AND PROGRAM ACTIVITY DOCUMENTATION

### OVERVIEW OF CHAPTER CONTENTS

#### PRIMARY TOPICS COVERED IN THIS CHAPTER (READ ACROSS)

- Core Elements Of The Case Management System
- Writing An ICCP
- Instructions For Completing DOC-1907
- Program Activity Documentation
- Overview of ICCP
- ICCP Due Dates
- Case Plan Update
- Caseworker Face-to-Face Contact Requirement

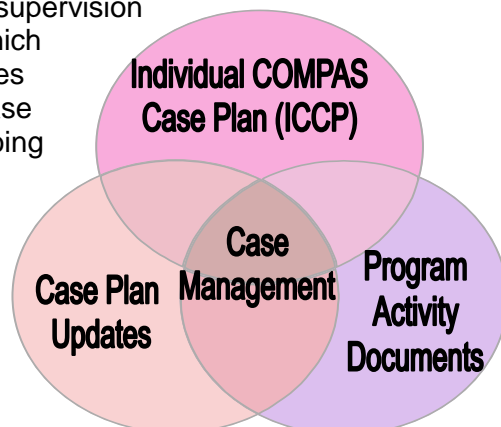
#### FORMS DISCUSSED IN THIS CHAPTER

- Individual COMPAS Case Plan
- COMPAS case plan update
- Chronological Log (DOC-90a)
- Department Order (DOC-1722a)
- Lifework Education Portfolio Checklist (DOC-2313)
- A Plan for Healthy Living (DOC-2589)
- Case Plan Update
- Youth Report (DOC-1943)
- Community Supervision Plan (DOC-1736)
- Youth's Release Action Plan (DOC-2312)
- Documentation of Caseworker Face-to-Face (CFS 2427)

Copies of forms are not included in the chapter. The COMPAS case plan and case plan updates are created in COMPAS. All forms except for DOC-1943 and CFS 2427 are completed in the appropriate JJIS screen. DOC-1943 is available in MyDOC through the Forms link. The CFS 2427 may be found at this link: <http://dcf.wisconsin.gov/forms/doc/DCF%20CFS2427.doc>.

### CORE ELEMENTS OF THE CASE MANAGEMENT SYSTEM

The **Individual COMPAS Case Plan (ICCP)**, **Case Plan Updates** and **program activity documentation** form the core elements of the case management system. The quality of an ICCP is an important factor and evidence-based practice for determining whether a youth will successfully reintegrate into the community when DJC supervision ends. Each youth receives a COMPAS assessment which allows staff to build a COMPAS case plan that addresses criminogenic needs. Staff consultation regarding this case plan, attentiveness towards youth goals, providing ongoing updates via completion of COMPAS case plan updates and program activity documentation plays a vital role in the youth's success in accomplishing his or her goals and objectives.



**Chapter 29 contains a sample case. It includes ICCP's, Progress Summaries and other documents completed during a youth's DJC supervision in the JCI and community.**

## **OVERVIEW OF ICCP**

- Developed and written by the social worker or agent in collaboration with the youth.
- Describes the youth's criminogenic needs as identified by COMPAS Wisconsin Youth or Re-entry assessment.
- Describes the youth's strengths and interests as identified by youth and staff.
- Lists possible community transition/placement options for the youth.
- Includes the broad goals chosen for the youth
- Describes the objectives, interventions and/or tasks needed to reach all broad goals.
- Reviewed and updated on a regular basis.
- Does not include JCI conduct rules, or conditions and rules of community supervision.

## **WRITING AN ICCP**

### **BROAD (STANDARD) GOALS**

#### **First Goals**

- A completed COMPAS Wisconsin Youth Assessment will be used for the initial JPRC meeting.
- JPRC members will use the assessment results to establish criminogenic needs and the first set of broad goals for a youth at the initial JPRC. Each youth works on no more than 4 broad goals at a time
- OJOR issues a Department Order (DOC-1722a) [see Chapter 5] which lists the youth's initial broad goals.

#### **Revision of Goals**

As a youth achieves goals/objectives or the social worker/agent believes a goal is unrealistic for the youth, he or she initiates revisions to the ICCP to be consistent with the changing broad goal(s). Goals may be changed at any point during the youth's DJC supervision.

#### **Broad Goals**

1. Learn to manage your thoughts and feelings so you can handle risky situations.
2. Make positive changes in your behavior.
3. Spend time with people who help you stay out of trouble.
4. Strengthen positive family relationships and learn parenting skills.
5. Participate fully in academic, career, technical,/vocational education and improve your reading, writing and job skills.
6. Participate in positive recreation and leisure-time activities.
7. Avoid illegal substance use and increase positive coping skills.

8. Develop responsible sexual thinking and behavior.

### **PREPARING TO WRITE OBJECTIVES**

#### **Review Youth's Social Services or Field File**

Prior to meeting with a youth to develop an ICCP for the first time, the social worker or agent should **carefully review the youth's social services or field file**. [see Chapter 3] The file information assists staff to **understand a youth's needs and strengths**, history of delinquent behaviors, family dynamics and prior programming. The social worker will also review the initial COMPAS Wisconsin Youth Assessment results and recommended goals from the initial JPRC meeting. A sound ICCP cannot be developed without understanding the youth as an individual. It should be tailored to meet the youth's criminogenic needs, level of risks while also building upon his or her strengths.

For example, if a youth only reads and writes at a 3<sup>rd</sup> grade level, an ICCP probably should not expect the youth to write a detailed 5-page history of his or her delinquent behavior; if a youth has an attention deficit disorder, each objective/task should be achievable in a short period of time; or if a youth has a history of frequent aggressive behavior, it would be unrealistic to expect zero incidents of aggressive behavior within the first few months of the youth's stay at a JCI. If a youth has a history of family criminality, should target learning to strengthen positive family relationships and learn parenting skills. **The youth's overall risks and identified criminogenic needs form the foundation for developing a realistic ICCP for the youth.**

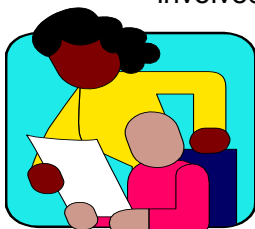
As a social worker or agent reviews a file, he or she should also pay careful attention to the youth's strengths and interests. These can be used to encourage and motivate the youth. A strength may be that a youth has attended school regularly, has not abused drugs, or that the youth's friends were not gang members. With some youth, it may be challenging to identify strengths, but it is important to try to find them.

### **YOUTH INVOLVEMENT IN WRITING TASKS**

The social worker reviews goals selected at the initial JPRC meeting and identifies task and program activities that will help the youth to work towards these goals. The social worker then writes the COMPAS case plan to reflect these goals, tasks and activities.

Youth should be directly involved in the discussion and development of the ICCP and any Case Plan updates as much as possible. The social worker can further explain expectations for completing appropriate tasks and program activities as well as answer questions that a youth has in these areas. If staff merely impose goals and objectives, a youth is less likely to understand and be committed to achieving them.

**Lack of youth "ownership" may hinder successful completion** of tasks. Additionally, being involved in development of his or her ICCP assists the youth to develop skills needed to make sound decisions and set goals in the future.



#### **Collaboration is a key element to a well written ICCP.**

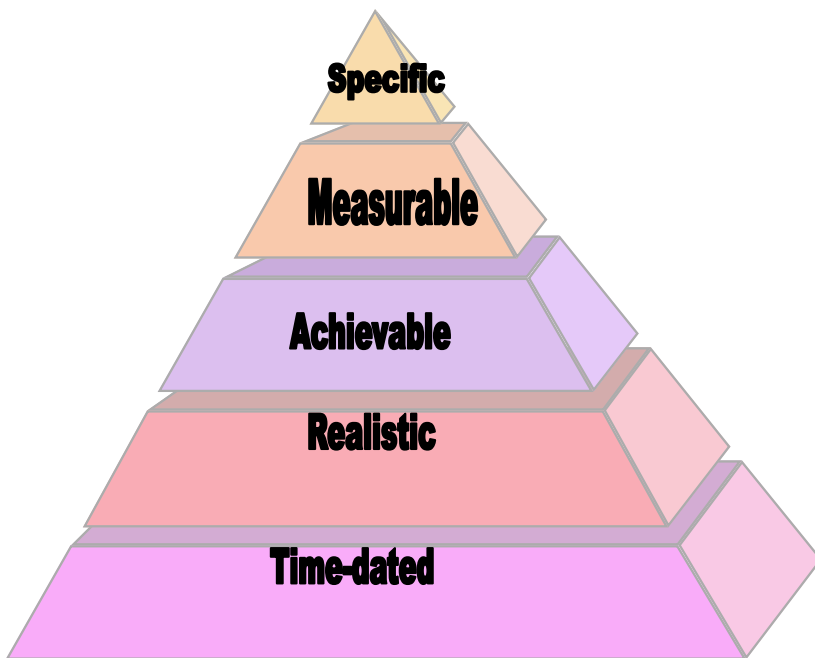
Youth may have difficulty understanding criminogenic needs that are identified in COMPAS and why they have higher risks in areas of criminality. Reviewing COMPAS assessment results is a good way to help youth further understand their patterns, needs and motivate them to work towards

making positive changes. During an interview, the social worker or agent may also learn about the youth's strengths and interests that are not revealed in written records. It is likely that the youth has experienced numerous interactions with adults who focused only on the youth's needs, failures and negative behaviors. DJC staff has the opportunity to assist the youth to view his or her background and behaviors for better understanding and in a more positive way.

As a general rule, a social worker or agent should only write the ICCP without the youth if the youth refuses to cooperate. When a staff member encounters youth resistance to taking part in the writing of an ICCP, he or she may want to consult with other staff who have dealt with similar situations.

### **MEETING SMART TASKS**

The most time-consuming and important part of writing an ICCP involves writing the tasks and activities in COMPAS that the youth needs to achieve to successfully meet his or her goals. **A well-written task meets the following SMART criteria:**



**S**pecific: task must be stated in clear and concise words.

**M**easurable: progress towards meeting task can be assessed in concrete ways.

**A**chievable: youth has the intellectual, physical, emotional and other skills, or can learn the skills, required to achieve a task.

**R**ealistic: task can be met taking into account relevant factors such as the youth's skills, JCI or community resources, length of DJC supervision, etc.

**T**ime-dated: specific dates are set for the accomplishment of a task.

### **TASK MUST ANSWER KEY QUESTIONS**

- What does staff expect of the youth?
- How can the youth achieve this task?
- When must a task be completed?
- Where must the youth work on the task?
- Who are the staff assisting the youth and/or monitoring the youth's progress?
- How will the youth's progress be documented and measured?

### **EXAMPLE OBJECTIVE**

**Goal:** Learn to manage thoughts and feelings to handle a risky situation.

**Task:** Participate in and successfully complete Juvenile Cognitive Intervention Program (JCIP).

- **What** does staff expect of the youth? To have positive participation and complete the Juvenile Cognitive Intervention Program
- **How** can the youth achieve an objective?
  - ✓ Attend assigned JCIP treatment group
  - ✓ Show positive participation in JCIP group
  - ✓ Complete all homework assignments and pass the final tests
- **When** must a task be completed?: Attend JCIP groups four times a week for 15 weeks beginning October 15th
- **Where** must the youth work on the objective?: in assigned JCIP group
- **Who** are the staff assisting the youth and/or monitoring the youth's progress?: reintegration social worker makes a referral for JCIP treatment program; youth is assigned to a group with a treatment social worker
- **How** will the youth's **progress** be documented and **measured**?
  - ✓ Youth will receive a completion certificate and show it to his or her reintegration social worker
  - ✓ The completion date will be documented in COMPAS
  - ✓ A task note will be used in COMPAS to update the youth's progress in group participation and completion

For additional examples of SMART objectives, see ch. 29.

## ICCP DUE DATES

### ICCP IN A JCI

#### Initial ICCP

The social worker and youth develop the initial ICCP within **21 days after the initial JPRC** based upon information presented and decisions reached at the JPRC. The goals listed in the Department Order (DOC-1722a) become the basis of the ICCP.



#### Revision of ICCP

- The initial ICCP is created in COMPAS, then it is reviewed and revised in COMPAS **every 90 days** thereafter, noting completion dates for tasks as well as changes in goals and tasks.
- The current ICCP in COMPAS should be copied and revised (in COMPAS) prior to the 90 day JPRC review. Task and case notes are used to document progress and activity completion towards ICCP goals. This case plan update provides the most current summary of progress towards ICCP goals and/or notes any significant changes
- Youth's progress on each COMPAS goal should be summarized in a detailed "review" case note. The "review" case note should be numbered R1, R2, etc. to correspond to the number of the JPRC review cycle. When compiling the 90-day case plan update, the social worker

filters the case notes to include only those containing the appropriate “review” case note designation, for example “R1” notes.

- The template for the “review” case note is available as a Word document in the DJC CMM section of myDOC. Instructions for using the template are included in the document. The Word document, once completed, should be copied and pasted into the “review” case note that applies to the review cycle timeframe.
- Detailed instructions for this process in COMPAS are in the document “Creating Progress Summaries Using Case Notes”, in the DJC CMM section of myDOC.
- All goals should be updated and revised as appropriate. This case plan update is shared with JPRC participants prior to the meeting for the 90 day review. The social worker sends it to JPRC participants at least 7 days prior to the JPRC meeting.
- The social worker reviews the case plan update with the youth. Youth signs the case plan and receives a copy of the case plan update.

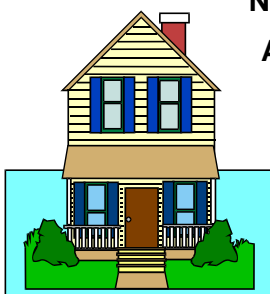
**Transfer between JCI:** revised ICCP due within **21 days** of the youth’s transfer to the receiving JCI.

### **COMMUNITY SUPERVISION ICCP**

**Prior to leaving, the institution social worker completes the following:**

-90 days prior to youth leaving the facility, youth will be placed on a transition phase. Within 30 days of a youth being placed on transition, the social worker will complete a COMPAS Re-entry Assessment (for youth 17 and over) or provide an updated Wisconsin Youth Assessment (for youth under 17).

- The social worker also has youth complete a Youth Release Plan (DOC-2312) and a Healthy Living Plan (DOC-2589) within 10 days of youth being placed on transition.



### **Non-CSP Youth Going Home**

**Agent of record** and social worker must complete a **standard ICCP** together meeting the criteria described in this chapter **at least 15 days prior** to the youth leaving the JCI.

- The assigned agent of record and social worker will develop an ICCP for youth leaving the institution and discuss this within 30 days of the youth leaving the institution. This ICCP will be developed from transition COMPAS assessment results, as well as input from JCI staff, parents and/or other sources. This release

plan should have no more than 1-2 tasks per goal.

- Within 15 days prior to leaving the facility, the social worker should discuss the ICCP with youth and have youth sign. This copy should be sent to JPRC participants.

### **Youth Being Placed in CSP**

**CSP agent** completes a **standard ICCP** meeting the criteria described earlier in this chapter **at least 15 days prior** to the youth leaving the JCI.

## Youth Being Placed in an Alternate Care Setting

- Responsibilities agent of record/referring agent

After the COMPAS Re-entry or Wisconsin Youth Assessment for transition is completed, the social worker notifies the agent of record. The **agent of record**/referring agent, for a youth being placed in a foster home, group home or RCC, completes a **transition ICCP at least 15 days prior** to the youth leaving the JCI. The transition ICCP will include new goals, tasks and activities that apply to the criminogenic needs identified in the COMPAS transition assessment, the level of risk and the alternative care setting the youth will be placed in.

- Responsibilities of liaison/accepting agent

In the situation wherein the youth's **case is transferred** from the agent of record/referring agent to a liaison/accepting agent, the **newly assigned agent** completes a **standard ICCP** meeting the criteria described earlier in this chapter **within 21 days** of the youth's placement in the community.

- Facility Treatment Plan and ICCP

When a **youth is in an alternate care facility** that writes its own treatment plan, the **agent is not relieved of his or her responsibility to develop an ICCP** that meets all the criteria described earlier in this chapter. DJC purchases services from the facility and continues to be directly involved in determining services and programming for the youth.

## REVISION OF ICCP

- **Every 90 days**

Every 90 days, the agent updates and revises the **ICCP** noting completion dates for activities and modifying goals and tasks as needed for the new ICCP. Goals and tasks may be modified at any time.

- Youth's progress on each COMPAS goal should be summarized in a detailed "review" case note. The review case note should be numbered R5, R6, etc. to correspond to the number of the 90-day review cycle begun in the institution. When compiling the 90-day case plan update, the agent filters the case notes to include only those containing the appropriate "review" case note designation, for example "R6" notes.
- The template for the "review" case note is available as a Word document in the DJC CMM section of myDOC. Instructions for using the template are included in the document. The Word document, once completed, should be copied and pasted into the "review" case note that applies to the review cycle timeframe.
- Detailed instructions for this process in COMPAS are in the document "Creating Progress Summaries Using Case Notes", in the DJC CMM section of myDOC.

## Significant changes

Major changes in a youth's living conditions, behavior, services received, etc., require an agent to update the ICCP to reflect those changes. Whenever significant changes occur, the ICCP should be revised in COMPAS.

## Change in placement

If the youth changes placements, the new assigned agent completes an ICCP within 21 days of the youth changing placements. For example, if the youth leaves his own home placement to go to a type 2 RCC, the assigned agent collaborates with the youth to develop an updated ICCP

based on the youth's new placement. (Whenever an ICCP has major changes, the old ICCP must be updated prior to creating the new ICCP.)

### **ICP FOR YOUTH ON INTERSTATE COMPACT**

Agents assigned to an Interstate Compact [see *Chapter 19*] case complete an ICP in JJIS **within 21 days of the assignment of a case**, write Progress Summaries, and update the youth's ICP every 90 days, or whenever goals need to be modified.

## **INSTRUCTIONS FOR COMPLETING ICCP**

### **INTRODUCTION**

Social work staff will need to receive formal training to receive a COMPAS log in. This will be arranged through your supervisor and the Department of Corrections.

### **COMPAS ASSESSMENT**

A COMPAS assessment will be completed by the reception social worker about 5 working days before the initial JPRC. This assessment reviews criminal history, criminogenic needs and youth perspective and interview questions. This will provide an evidence-based summary of what a youth's greatest needs and highest risks are.

### **CASE PLAN**

Based upon the results of the COMPAS assessment results, the JPRC committee will select no more than 4 broad goals for the youth to address their identified needs. The social worker will develop the ICCP by selecting tasks (in COMPAS) that the youth will need to complete to reach these goals. Each task will have activities assigned to help the youth work towards each goal. These tasks may also be customized (in COMPAS) to further meet the needs of the youth.

### **CASE PLAN UPDATES**

Every 90 days, or sooner depending on any significant changes, a youth's case plan will be updated in COMPAS. The social worker will review youth progress and document under appropriate case notes an update of progress in that area. Youth goals and tasks will be revised based upon the changes in the youth's progress, behaviors and/or needs.

### **COMMUNITY TRANSITION/PLACEMENT PLAN**

Social worker should list at least 2 specific community supervision placement options for the youth, if appropriate. Initially, this is based upon information gathered by the social worker and agent during A & E. During the course of the youth's placement at a JCI, the plan may need updating as circumstances change and staff become more familiar with the youth and his or her family.

OJOR may also request that an agent complete a Community Supervision Plan (DOC-1736) while the youth is at a JCI. [see *Chapters 5 & 10*] The Plan may result in revisions of the ICCP.

After a youth is in the community, a placement may become unworkable. The agent would reflect changes in this section of the ICCP.



**Last Review Date and Scheduled Review Period**

Mentions when youth's last JPRC was held and the time period for his/her next review. All objectives should be able to be completed before the next scheduled review. Some objectives may be Ongoing and can transfer over onto subsequent ICCP's.

**GOALS AND TASKS**

- An ICCP should only contain no more than 4 broad goals.
- Tasks under each goal must meet the SMART criteria.
- Each task will have defined activities that will help the youth achieve the task.
- Each task includes a referral date for the activity and a start date for when the activity begins.
- Each task also includes hours for when the youth will participate in the activity.
- An end date states the date the youth completed the objective. A completion code may be entered as a final status for the activity.

**SIGNATURES:** Social worker or agent, and youth must sign the ICCP. If the youth refuses, the social worker or agent notes on the ICCP that youth refused to sign, and then the social worker or agent signs and dates the form. The youth is still expected to work on his/her ICCP regardless of whether he/she signed it.

**PROGRESS DOCUMENTATION****PURPOSE OF PROGRESS DOCUMENTATION**

- Updating a case plan provides details of a youth's progress in meeting his or her goals, tasks and activities
- Assists the youth to understand his or her needs, goals and strengths.
- Summarizes the youth's conduct and compliance with general rules and expectations of the JCI or community supervision program.
- Summarizes the youth's clinical progress, if appropriate.
- Provides an update of the youth's ICCP.
- Provides feedback to staff regarding appropriateness of ICCP and DJC program effectiveness.
- Pending charges (include any known information about pending charges: juvenile or adult, in or out of state.)
- Includes recommendation for extension, release, administrative transfer or discharge.

## **COMPAS Case Plan Update**

The social worker or agent assigned to a youth completes a case plan update in COMPAS **every 90 days** or sooner if a significant change occurs. This updates existing ICCP goals and tasks and activities. It describes the **youth's successes and challenges** during the last 90 days, and forms the **basis for modifying goals and/or tasks** in the ICCP. The Case Plan Update serves as an **effective communication tool** for all staff involved with the youth. For youth in the institution, the update is distributed to JPRC members about 7 days before a JPRC conference.

### **JCI**

When doing a case plan update in COMPAS, the social worker combines **input from all staff involved with the youth** and reviews the **program activity documentation**. If the youth has an assigned clinician in the JCI, the social worker contacts the clinician or reviews the clinical notes available in the youth's clinical file. The social worker summarizes the youth's clinical progress. Payment of financial obligations should be addressed.

### **Pre-release Summary**

A COMPAS case plan update must be completed if the last JPRC conference was more than 30 days prior to release, if there has been a significant change in youth circumstances or release plan, or if requested by OJOR.

### **Community**

In the community, the agent considers **input from family members, alternate care staff, school personnel, community service agencies, employers and Youth Reports (DOC-1943)**. If the youth is participating in mental health services, the agent summarizes the youth's progress. Payment of financial obligations should be addressed as well.

### **Discuss with Youth**

The social worker or agent **shares the contents of the case plan update with the youth**. This assists the youth to understand in a concrete way what objectives he or she has completed, and what he or she still needs to accomplish.

### **Completion and Distribution**

While the youth is in the JCI, the social worker does case plan updates in COMPAS every 90 days and at least seven days prior to a formal JPRC review. The youth's agent, when the youth is in the community, also does a case plan update in COMPAS every 90 days.

While the youth is in the JCI and the community, the case plan update in COMPAS serves as an **effective communication tool and evidence-based practice** for all staff involved with the youth.

## **INSTRUCTIONS FOR CASE PLAN UPDATE**

### **INTRODUCTION**

The case plan update reviews existing ICCP goals, tasks and activities in COMPAS and provides a report of progress in working with youth to accomplish their broad goals.

## **REVIEW OF GOALS, TASKS AND ACTIVITIES**

**Tasks** are used under each broad goal to give a youth steps towards completing the goal identified. Case plan notes are used to provide updates on progress that a youth is making on completing the assigned activities. This progress assessment comes from input from other staff involved with the youth and completed program activity documentation.

Depending on youth's progress for each broad goal, an assessment is made whether the goal should continue or be changed due to successful completion, difficulty completing or change in appropriateness.

## **ANALYSIS AND TASK NOTES**

Task and case plan notes should be updated in the following areas as they correspond to youth's broad goals and tasks in the ICCP. Include in the note the review cycle designation (R1, R2, etc).

### **Youth Conduct**

An update of **youth's conduct** and compliance with general rules and expectations should be included under task notes appropriate for this behavioral goal. Briefly describe any **rule violations** and/or **conduct report(s)** that occurred during the last 90 days.

### **Clinical Progress**

If the youth has an assigned clinician in the JCI, the social worker summarizes the youth's clinical progress based upon contact with the clinician or review of the clinician notes available in the SS file. If the youth participates in a mental health program in the community, the agent contacts the clinician for information regarding the youth's progress.

- Pending charges (adult or juvenile)

**Resources:** describe any **changes** in resources available to youth.

### **Recommendations Regarding Movement of Youth**

In a JCI, **evaluate the youth's recommended release/transfer plans** as to whether they continue to be feasible. In JCI or the community, recommend possible extension or discharge. In the community, recommend any changes in youth's placement, including a return to the JCI.

**Revision of ICCP:** case plan updates should be done based on the youth's progress or any other significant changes.

**Transition:** Analysis of whether the youth is ready to be placed in the 90-day transition phase.

## **PROGRAM ACTIVITY DOCUMENTATION**

### **OVERVIEW**

This section addresses how staff should **monitor and document a youth's progress on the ICCP**. Each JCI or community program must follow a structured approach for routine documentation of progress. Program documentation should be detailed and clearly written. All staff involved with the youth need to understand the documentation.

## **DOCUMENTATION AND RESPONSIBLE STAFF**

The following are examples of documentation that may be completed by various individuals including **agents, clinicians, HSU staff, section managers, social workers, teachers, youth and JCI youth counselors.**

### **Agents and Youth Counselors**

- Instructions for completing logs in JJIS can be found in MyDOC under About DOC/Manuals/DJC Manuals/JJIS.
  - ✓ Chronological Log (DOC-90A): agents and youth counselors are to enter routine contacts within three working days. Critical contacts, i.e., violations/apprehensions, law enforcement contacts, or victim contacts are to be entered no later than the end of the next business day. The entries should include information on any problems, issues, progress on the case plan or events in the youth's life, as well as any notable aspects of the youth's behavior during the contact.
- 📁 LWE Portfolio: As a youth completes career development activities, documents related to the activities should be placed in their Portfolios. Agents assist the youth to identify appropriate documentation to place in the Portfolio and physically maintain it when the youth is on community supervision.

Agents and youth counselors are to enter routine contacts within 3 working days (defined as days the staff person is scheduled to work). Critical contacts, e.g., violations, apprehensions, law enforcement contacts or victim contacts are to be entered no later than the end of the next business day (i.e., Monday through Friday excluding holidays). The entries should include information on any problems, issues, progress on the case plan or events in the youth's life, as well as any notable aspects of the youth's behavior during the contact.

### **Clinicians**

- Psychological/psychiatric evaluations
- Chapter 980 Documents
- Clinical notes
- Observation status procedures, if applicable

### **HSU Staff**

- Youth Medical File
- DOC-3387
- DOC-3314

### **Section Managers**

- Program content/structure
- Team youth interventions

### **Social Workers**

- Documents relating to youth's participation in and completion of programming in JJIS Casebook.
- Entries in JJIS for the Release Assessment Dialogue. [see Chapter 18]
- Referral to CSP, type 2 RCC, or other placement documentation
- Chronological Log: completed in JJIS to describe contacts with or about the youth within 24 hours of contact, except for completely routine contacts.

- 📁 **LWE Portfolio:** As a youth completes career development activities, documentation of those activities should be placed in the youth's Portfolio. DJC staff involved with a youth should assist him or her to identify appropriate documentation to be placed and maintained in the LWE Portfolio. The Lifework Education Portfolio Checklist (DOC-2313) should be maintained and updated as new documents or activities are completed.

### Teachers

- Work completion records
  - Attendance
  - Educational Report to JPRC (DOC-1937)
  - SPED paperwork
  - Grade books
  - Educational Report to JPRC (DOC-1938)
- 📁 **Education Report (DOC-1938):** This shows current grades and credits. It also gives a summary of a youth's school performance and transition plan. Agents assist the youth to identify appropriate documentation for an education portfolio and physically maintain it when the youth is on community supervision.
- 📁 **LWE Portfolio:** As a youth completes career development activities, documentation of those activities should be placed in the youth's Portfolio. Teachers involved with a youth should assist him or her to identify appropriate documentation to be placed and maintained in the LWE Portfolio. Designated teachers physically maintain the Portfolio.

### Youth

- Written ICCP assignments (letters, lists, etc.)
  - Program specific work (packets, etc.)
  - Youth's Release Action Plan (DOC-2312)
  - Personal journals
  - Student self-evaluation reports
- 📁 **LWE Portfolio:** As a youth completes career development activities, documentation of those activities should be placed in the youth's Portfolio. DJC staff involved with a youth should assist him or her to identify appropriate documentation to be placed and maintained in the LWE Portfolio. The youth needs to assume responsibility for working with staff to develop a complete Portfolio.

### Youth Counselors

- Track phase or level system points
  - Conduct reports and related documents
  - Instructions for completing logs in JJIS can be found in MyDOC under About DOC/Manuals/JJIS.
  - Visitation logs
  - Primary counselor logs
- ✓ Chronological Log (DOC-90A): briefly documents contacts with or about the youth within 24 hours of contact, except for completely routine contacts.
- 📁 **LWE Portfolio:** As a youth completes career development activities, documentation of those activities should be placed in the youth's Portfolio. Youth counselors involved with a youth should assist him or her to identify appropriate documentation to be placed and maintained in the LWE Portfolio.

## DOCUMENTATION OF CASEWORKER FACE-TO-FACE CONTACT REQUIREMENT (CFS 2427)

### INTRODUCTION

This section addresses the reason for the monthly documentation of caseworker face-to-face contact, the topic areas necessary in the documentation, and when this documentation is required.

### BACKGROUND

The Department of Children and Families (DCF) created policy outlining the Caseworker Contact Requirement for Children and Juveniles in Out-of-Home Care. These requirements are a result of the Federal Child and Family Services Improvement Act of 2006, which requires caseworkers to have contact with children and juveniles placed in out-of-home care who are under the placement and care responsibility of the State each and every full calendar month they are placed in out-of-home care. The policy requirements apply to all children and juveniles in out-of-home care settings, including those placed by a CHIPS, JIPS, or delinquency order and through the Interstate Compact on the Placement of Children or the Interstate Compact on the Placement of Juveniles.

For the purposes of this policy, “caseworker” is defined broadly to include a social worker or other professional staff who has involvement with child removal or placement decisions or case management responsibility for a child. A caseworker could include a private agency caseworker, tribal caseworker, out-of-state caseworker, facility caseworker, or contracted staff person. The social worker may appoint a “designee” to see the youth that fits the requirements above. If DCF or a county department designates other caseworkers to be responsible for visits with the child or juvenile, the DCF or county caseworker primarily responsible for the child or juvenile should have face-to-face contact with the child or juvenile on at least a quarterly basis.

Monthly caseworker face-to-face contact applies to youth placed in the institution only if the county worker has this out-of-home placement listed as a placement, rather than a service in eWiSACWIS. **The county worker must ask the institution staff upon the youth’s placement in the institution to act as the designee. They may also ask the agent assigned to supervise the youth on aftercare to act as the designee as well.** It will be up to the county worker to inform the designee of how many days they have to complete the form and return to the county worker so it can be documented in eWiSACWIS on time. CFS 2427 should be used to document the contact. A DJC staff person acting as the caseworker’s designee is responsible to complete the contacts and documentation according to the standards specified below.

### DOCUMENTATION

Caseworker face-to-face contacts must be focused on the safety, permanence, and well-being of the child and must be of substance and duration sufficient to address the goals of the case plan or permanency plan. Content of the contacts must be documented in accordance with the documentation requirement. The caseworker’s monthly face-to-face contacts with a child or juvenile must be documented in eWiSACWIS as a case note and will be entered by the county worker. The case note must include, at a minimum, the following information describing the face-to-face contact:

1. the date, time, and duration of the visit
2. the participants involved
3. the location of the visit
4. the type of contact
5. the purpose of the contact
6. a summary of the results of the contact

DCF or county department must document the information listed above in eWiSACWIS within 20 calendar days after the face-to-face contact with the child or juvenile regardless of whether the visits were conducted by DCF or county department caseworker or his or her designee.

### **QUALITY OF THE FACE-TO-FACE CONTACTS**

The federal Child and Family Services Improvement Act of 2006 requires monthly contacts to be well-planned and focused on issues pertinent to case planning and service delivery to ensure safety, permanence, and well-being of children. It is important to make face-to-face contacts purposeful and meaningful in order to promote positive outcomes for children. The ultimate intent of face-to-face contacts is to monitor safety and to provide services to promote permanency and the well-being of the child, the child's family, and the child's caregivers. For this reason, it is critical that documentation reflects and supports the content of monthly contacts.

In the monthly contact a caseworker's face-to-face contact with a child or juvenile may be documented under the narrative section and include or address the following topics:

- Safety
  - Ongoing assessment of safety of the child and, if applicable, community
  - Child or juvenile's behavioral risk(s), including risk to self and risk to others
- Stability/Adjustment of child or juvenile in:
  - Current living arrangement (e.g., biological home, foster home, group home, RCC, incarceration)
  - Educational setting
  - Alternative setting (e.g., non-custodial parent, respite care)
- Status of child's well-being:
  - Physical health
  - Learning and Development: educational program attendance, progress, and IEP (if applicable)
  - Mental health needs (e.g., emotional development and behavioral functioning)
- Progress towards planning goals/outcomes, permanence goals, and court orders:
  - Tracking progress on achieving outcomes
  - Adjustment of strategies/intervention(s) when needed.
  - Life Skills Development and Independent Living Transition planning for youth aged 15 or older.
- Family interactions and relationships
  - Frequency of contact/communication and with whom
  - Type of contact/communication and with whom
  - Quality of contact/communication and with whom

An opportunity to engage in private communications with the caseworker regarding the out-of-home placement and any other concerns.